

Meeting The Health Education Standards



The ultimate goal of comprehensive health education is to help young people in Arizona achieve their fullest potential by attaining their highest level of health and wellness as students and adults. Basic to health education is the knowledge about the importance of the interrelationships of physical, behavioral, and social well being and the prevention of diseases and other health problems. Students should learn to accept responsibility for personal health decisions and practices, work with others to maintain a healthy environment as well as become informed consumers.

Implementing the P.L.A.Y. program will help you meet the Arizona Department of Education approved Comprehensive Health Education and Physical Activity Essential Level Standards.

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Preventive Health and Health Services Block Grant
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Phoenix, AZ 85015**

Equal Opportunity/Reasonable Accommodation Employer

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The Arizona Department of Health Services (ADHS) would like to acknowledge the contribution of Robert P. Pangrazi, Ph.D., Professor of Exercise Science and Physical Education at Arizona State University, in the development of P.L.A.Y. (Promoting Lifetime Activity for Youth). ADHS would like to express its appreciation for his commitment and support of this program.



COMPREHENSIVE HEALTH EDUCATION STANDARDS

ESSENTIAL LEVEL



Standards	How P.L.A.Y. meets the CHE Standards
1.Students will comprehend concepts related to health promotion and disease prevention.	Evidence shows regular activity in childhood increases probability of an active lifestyle in adulthood. Among children and teens, lack of physical activity is considered to be the single biggest risk factor attributed to increased childhood obesity rates. The overall goal of P.L.A.Y. is to encourage regular activity for children. During Step 3 of the program, a series of health promotion and disease prevention (activity related) concepts is discussed. Each month, teachers are expected to present a new health concept and conduct discussions and related activities to help assure adequate student comprehension.
2. Students will demonstrate the ability to access accurate health information.	P.L.A.Y. helps students understand the relationship between activity and health. It demonstrates various groups of activities which shifts responsibility for an active lifestyle to students. These activities help them learn about new activities they may enjoy in their community, with their family, with their friends, or by themselves.
3.Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	The P.L.A.Y. program is designed to help students develop an active lifestyle that is simple and fun. The purpose is to teach kids about lifetime activity and help them develop lifelong healthy habits. P.L.A.Y. encourages 30 minutes of daily activity for each child to help students understand the importance of activity for maintaining good health.
4. Students will analyze the influence of culture, media, technology, and other factors on health.	Increased use of video games and computers has led young children and adults to lead inactive lifestyles. P.L.A.Y. encourages students to become active participants rather than observers of others in activity. P.L.A.Y. educates students toward active involvement in their community, including the family, after school sport programs and community recreation programs.
5.Students will demonstrate the ability to use inter-personal communication skills to enhance health.	P.L.A.Y. contains a category of activity encouraging students to be active with peers. Active play demands cooperation prior to competition. Students must learn to recruit friends, play with integrity, and cooperate with others.
6. Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.	Step 3 of the P.L.A.Y. program teaches and encourages self-direction in a variety of physical activities. Students are expected to accomplish the following goals during this step: 1. Spend at least 30 minutes each day being active 2. Be active at least 5 days each week 3. Record their activity each day in their student handbook The goal is to gradually place responsibility on the student to develop regular activity habits. Charting activity is integrated into the program to help students develop an awareness about the quantity of activity they participate in on a regular basis.
7. Students will demonstrate the ability to advocate for personal, family, and community health.	P.L.A.Y. demonstrates physical activities students can do in a cooperative, non-competitive environment. Steps 2 & 3 involve teacher-directed and self-directed activities which teach children many ways to be active and to encourage regular daily activity during and after school. P.L.A.Y. includes activities children can do with their family because children are more likely to be active if their families are active. It also includes community activities to help students develop awareness of activities offered in their community.

Standards	How P.L.A.Y. meets the Physical Activity Standards
1. Students will demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.	One of the P.L.A.Y. program objectives is to teach skills that promote self-directed lifetime activity in youth. P.L.A.Y. moves the focus from fitness to regular physical activity. Physical activity is any body movement that leads to an increase in energy expenditure. P.L.A.Y. helps all students become physically active. It is designed for young students who are learning about personal skill competencies. Since P.L.A.Y. encourages participation in a wide variety of activities, it offers students the opportunity to develop competence in new movement forms and skills.
2. Students will comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed life long learners who are informed physical activity consumers.	Evidence shows that regular activity in childhood increases the probability of an active lifestyle in adulthood. All children are best able to maintain activity levels when the activity is lifestyle-oriented, such as walking to school or doing activity around the home such as yardwork or riding a bike. During Step 1 of P.L.A.Y. teachers discuss with the students the importance of physical activity. Some of the knowledge guidelines students learn are: 1. Regular activity is good for health; 2. Feeling positive about activity is as important as doing activity, and 3. All activity is beneficial.
3.Students will exhibit a physically active lifestyle.	During Step 2, teachers direct students in a 15 minute daily activity break. Instruction is designed to get students involved in daily activity that is enjoyable and easy to accomplish. During Step 3, the program emphasizes self-directed participation in a wide variety of activities. Students are expected to spend at least 30 minutes a day being active, be active at least 5 days a week, and record their activity to help develop regular lifelong activity habits.
4.Students will achieve and maintain a health-enhancing level of physical fitness.	P.L.A.Y. emphasizes that all children can develop an active lifestyle. Participation in regular activity is not a genetically controlled trait but a lifestyle. Beyond activity, the P.L.A.Y. program has a few guiding principles for implementation: 1. It is for all students including those who need activity the most, 2. Athletic ability and endurance are not required to be moderately active, 3. The program is based on accumulating moderate activity, 4. The program allows students to personalize activity to meet their needs.
5.Students will develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.	The final step of the P.L.A.Y. program encourages student self-direction in achieving 30 minutes of activity each day at school and at home. The program allows all students to participate regardless of athletic ability. It promotes a fun, non-competitive environment for students to be active with others. One component of the P.L.A.Y. program encourages students to chart their weekly participation on a class wall chart. This helps students learn the importance of working toward group goals. The class wall chart also increases group socialization toward a common activity goal.
6. Students will demonstrate understanding and respect for differences among people in physical activity settings.	The program includes materials that contain suggestions for many physical activities students can do with their classmates, friends and family. Athletic ability and endurance are not required to participate in the P.L.A.Y. program. P.L.A.Y. shows students different activities so they can learn what activities they enjoy. Some of the best activities are non-competitive and can be done alone or with a friend. P.L.A.Y. teaches students that all types of activity are valued.
7. Students will develop behavioral skills (self-management skills) essential to maintaining a physically active lifestyle.	The goal of P.L.A.Y. is to help students learn a healthy habit - to be active everyday. It contains suggestions for many activities students can do with their classmates, friends, family or by themselves. The program allows students to personalize activity to meet their needs. Students learn to set personal goals through the P.L.A.Y. program. Students are encouraged to learn new activities without approval from peers.